

Sanders Middle

609 Green St.
Laurens, South Carolina 29360

Grades	6-8 Middle School	
Enrollment	319 Students	
Principal	George Ward	864-984-0354
Superintendent	Edgar C. Taylor, Ed.D.	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	28	7

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

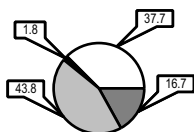
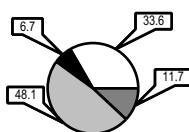
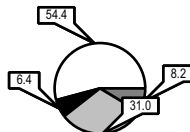
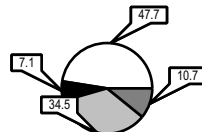
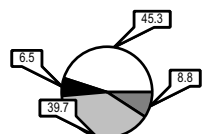
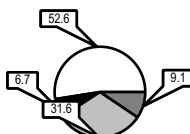
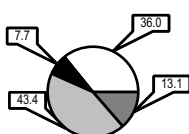
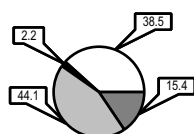
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	92.2
English 1	N/A	89.5
Biology 1/Applied Biology 2	N/A	52.7
Physical Science	N/A	26.3
All Subjects	N/A	89.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	309	100.0	38.8	43.0	16.4	1.7	26.9	No	Yes
Gender									
Male	174	100.0	37.3	46.0	15.5	1.2	24.8	N/A	N/A
Female	135	100.0	40.8	39.2	17.6	2.4	29.6	N/A	N/A
Racial/Ethnic Group									
White	142	100.0	23.5	50.8	23.5	2.3	39.4	Yes	Yes
African American	154	100.0	52.8	36.8	9.0	1.4	15.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	258	100.0	30.7	47.9	19.3	2.1	31.5	N/A	N/A
Disabled	51	100.0	79.2	18.8	2.1	0.0	4.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	100.0	38.8	43.0	16.4	1.7	26.9	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	100.0	38.2	43.6	16.4	1.8	27.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	225	100.0	46.4	43.0	9.2	1.4	18.4	No	Yes
Full-pay meals	84	100.0	19.0	43.0	35.4	2.5	49.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	309	100.0	34.3	47.6	11.5	6.6	31.1	Yes	Yes
Gender									
Male	174	100.0	32.9	46.6	11.8	8.7	36.6	N/A	N/A
Female	135	100.0	36.0	48.8	11.2	4.0	24.0	N/A	N/A
Racial/Ethnic Group									
White	142	100.0	20.5	55.3	12.9	11.4	42.4	Yes	Yes
African American	154	100.0	47.2	40.3	10.4	2.1	20.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	258	100.0	26.9	51.7	13.9	7.6	36.1	N/A	N/A
Disabled	51	100.0	70.8	27.1	0.0	2.1	6.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	100.0	34.3	47.6	11.5	6.6	31.1	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	100.0	33.9	47.9	11.8	6.4	31.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	225	100.0	40.1	47.8	9.2	2.9	23.7	No	Yes
Full-pay meals	84	100.0	19.0	46.8	17.7	16.5	50.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	309	99.7	55.2	30.4	8.0	6.3	14.3
Gender							
Male	174	99.4	50.3	31.1	9.9	8.7	18.6
Female	135	100.0	61.6	29.6	5.6	3.2	8.8
Racial/Ethnic Group							
White	142	100.0	37.1	39.4	14.4	9.1	23.5
African American	154	99.4	72.2	21.5	2.1	4.2	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	258	99.6	50.8	32.4	9.2	7.6	16.8
Disabled	51	100.0	77.1	20.8	2.1	0.0	2.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	99.7	55.2	30.4	8.0	6.3	14.3
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	99.7	54.6	30.7	8.2	6.4	14.6
Socio-Economic Status							
Subsidized meals	225	99.6	65.2	25.6	4.8	4.3	9.2
Full-pay meals	84	100.0	29.1	43.0	16.5	11.4	27.8

Social Studies							
All Students	309	99.7	48.6	33.9	10.5	7.0	17.5
Gender							
Male	174	99.4	44.1	36.0	10.6	9.3	19.9
Female	135	100.0	54.4	31.2	10.4	4.0	14.4
Racial/Ethnic Group							
White	142	100.0	35.6	40.2	12.1	12.1	24.2
African American	154	99.4	62.5	27.1	8.3	2.1	10.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	258	99.6	43.7	37.4	11.8	7.1	18.9
Disabled	51	100.0	72.9	16.7	4.2	6.3	10.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	309	99.7	48.6	33.9	10.5	7.0	17.5
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	300	99.7	49.3	33.2	10.4	7.1	17.5
Socio-Economic Status							
Subsidized meals	225	99.6	54.6	32.9	8.2	4.3	12.6
Full-pay meals	84	100.0	32.9	36.7	16.5	13.9	30.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	37.9	29.9	25.3	6.9	32.2
	7	106	100.0	40.0	36.8	21.1	2.1	23.2
	8	100	100.0	36.3	46.2	14.3	3.3	17.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	35.6	44.4	17.8	2.2	20.0
	7	107	100.0	43.8	39.6	15.6	1.0	16.7
	8	103	100.0	37.0	45.0	16.0	2.0	18.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	20.7	42.5	29.9	6.9	36.8
	7	106	100.0	36.8	45.3	9.5	8.4	17.9
	8	100	100.0	35.2	52.7	8.8	3.3	12.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	20.0	53.3	21.1	5.6	26.7
	7	107	100.0	35.4	44.8	8.3	11.5	19.8
	8	103	100.0	46.0	45.0	6.0	3.0	9.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	54.0	29.9	11.5	4.6	16.1
	7	106	100.0	49.5	37.9	9.5	3.2	12.6
	8	100	100.0	51.6	40.7	3.3	4.4	7.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	55.6	31.1	8.9	4.4	13.3
	7	107	100.0	57.3	21.9	10.4	10.4	20.8
	8	103	99.0	53.0	38.0	5.0	4.0	9.0
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	42.5	36.8	10.3	10.3	20.7
	7	106	100.0	52.6	33.7	6.3	7.4	13.7
	8	100	100.0	46.2	46.2	6.6	1.1	7.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	27.8	36.7	24.4	11.1	35.6
	7	107	100.0	61.5	28.1	4.2	6.3	10.4
	8	103	99.0	55.0	37.0	4.0	4.0	8.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 319)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	14.5%	16.7%
Retention rate	1.3%	Down from 3.2%	2.8%	2.5%
Attendance rate	94.7%	Down from 94.8%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.7%	3.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.3%	2.8%	1.0%
Eligible for gifted and talented	7.3%	Up from 7.0%	12.5%	15.6%
On academic plans	60.4%	N/AV	51.9%	39.9%
On academic probation	0.0%	N/AV	0.7%	0.7%
With disabilities other than speech	15.5%	Down from 16.2%	13.8%	12.4%
Older than usual for grade	11.6%	Up from 11.0%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.6%	0.9%	0.9%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	44.4%	Up from 42.1%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	28.6%	N/A	12.9%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	8.3%	5.6%
Teachers returning from previous year	79.3%	Down from 84.7%	83.2%	84.6%
Teacher attendance rate	91.3%	Down from 95.3%	94.8%	94.8%
Average teacher salary	\$41,313	Up 3.8%	\$41,622	\$42,267
Prof. development days/teacher	9.6 days	Down from 14.3 days	10.2 days	11.9 days
School				
Principal's years at school	1.5	Up from 0.5	2.5	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 21.5 to 1	20.2 to 1	21.1 to 1
Prime instructional time	84.8%	Down from 88.9%	89.5%	89.0%
Dollars spent per pupil*	\$6,619	Up 2.3%	\$6,479	\$6,243
Percent of expenditures for teacher salaries*	51.3%	Down from 54.4%	59.0%	59.8%
Percent of expenditures for instruction*	55.0%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	98.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"It takes an entire village to raise a child." Evidence of this taking place could be found in numerous activities at Sanders Middle School this year.

We sponsored our first Parent Night. After having dinner at the school, parents were invited to attend sessions offered by four presenters. It was an informative night for all.

Parents and family members had opportunities to attend Open House, parent conferences, athletic events, and performing arts programs. Invitations were offered to parents to chaperone field trips, volunteer in the classroom, and celebrate student accomplishments.

Teachers continued to gain more knowledge about literacy through participation in the South Carolina Reading Initiative. Our literacy coach, Mrs. Melton, worked closely with several classes to help impact student achievement in English/language arts. Our math teachers implemented the Connect Math program and provided opportunities for more real world experiences in mathematics. As evidenced by MAP scores, our students exceeded expectations in math.

Through the efforts of our faculty, students, parents, and community members, we had a good year. We sincerely appreciate the dedication and hard work of everyone in our village.

George Ward, Principal
Robbie O'Bryant, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	17	68	41
Percent satisfied with learning environment	88.2%	58.2%	72.5%
Percent satisfied with social and physical environment	82.4%	67.6%	60.0%
Percent satisfied with school-home relations	41.2%	84.8%	76.9%

*Only students at the highest middle school grade level at this school and their parents were included.